DOCUMENT RESUME

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DESCRIPTORS	Annotated Bibliographies; Educational Programs; *Handicapped Children; *Performance Based Teacher Education; Post Secondary Education; Practicums; *Teacher Education

ABSTRACT

The annotated bibliography on teacher education in special education provides approximately 80 citations (1974-1976). The bibliography is explained to have been developed from a search of volume eight of Exceptional Child Education Resources. Entries are arranged according to accession number and usually include information on author, title, source, date, paginiation, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

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NATIONAL INSTITUTE OF EDUCATION

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Teacher Education

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 717

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EC102867

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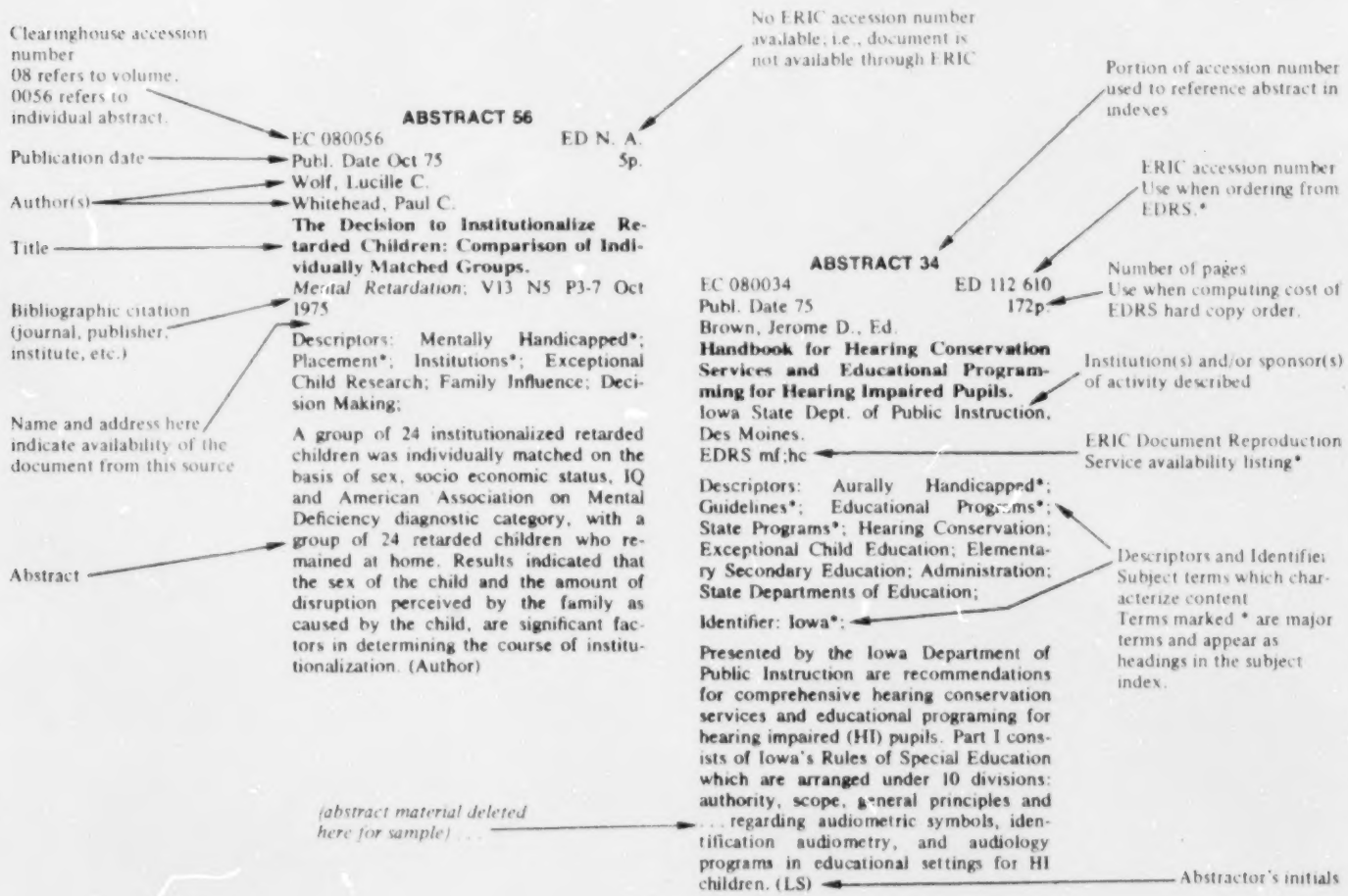
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ABSTRACT 56
EC 080056
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Publication date
Publ. Date Oct 75
5p.
ERIC accession number
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Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Number of pages
Use when computing cost of EDRS hard copy order.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

AAESPH Review, American Association for the Severely/Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Journal of Community Psychology, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610

Arithmetic Teacher, 1906 Association Dr. Reston VA 22091

Art Psychotherapy, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523

ASHA, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

Assignment Children, UNICEF, 7 Rue Eugene Delacroix, 75016 Paris, France

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Audiology & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, CA 91403

Australian Citizen Limited, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff Davis Publishing Co., 1156 15th Street NW., Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

British Journal of Physical Education, 10 Nottingham Place, London W1M 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

Early Years, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

Early Years Parent, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally
**Retarded__, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

Exceptional Child (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

Health Education (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

Hearing, 105 Gower Street, London WC1 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

*journals monitored for CIJE

**copyrighted journals for which ECER has been granted permission to use author abstracts

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 160, Oak Ridges, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 174, Center Conway, New Hampshire 03813

*,**Journal of Abnormal Child Psychology, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*,**Journal of Autism & Childhood Schizophrenia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*,**Journal of Learning Disabilities, 101 E. Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, 9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave. NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London W1N 6AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*,**Pediatrics, PO Box 1034 Evanston, Illinois 60204

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*,**Rehabilitation Literature, 2023 West Ogden Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RIUSA, 20 W. 40th St., New York NY 10018

Remedial Education, 5 Nesherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201 1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mariwood St., Silver Spring, Maryland 20901

,Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Dorcett Pl., Scarborough, Ontario M1G 3M2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L15 6TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

,TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*,**Volta Review, 3417 Volta Place NW, Washington, DC 20007

Young Children, 1834 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2952

EC 08 2952 ED 122 574
Publ. Date Apr 76 12p.
Schiffman, Gilbert B.
Philosophical Implications for the University.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Learning Disabilities; Reading Difficulty;* Elementary Secondary Education; Teacher Qualifications;* Remedial Reading;* Program Development;* Identification; Teacher Education; Inservice Teacher Education; Teaching Methods;

Discussed are issues in the identification and remediation of reading difficulties in elementary and secondary schools, and reported are results of a survey of 786 teachers of reading. Noted in the survey results are that 21% of the teachers had only two or more graduate courses in reading, and that only 4% or 2% of the teachers, respectively, had taken courses in learning disabilities or language development. Organization of the remed program is considered in terms of program structure (i.e. regular classroom, tutoring, or full time special instruction), early identification of the kindergarten or first grade level, pre- and inservice teacher education, and the application of individualized pedagogical procedures. (DB)

ABSTRACT 2915

EC 08 2915 ED 122 537
Publ. Date Apr 76 25p.
Becker, Jane L.
And Others.
Project P.A.C.E.: Participation of Private Agencies in Homebound Special Education Programs.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Early Childhood Education; Home Instruction;* Teacher Education;* Program Descriptions; Teacher Role;* Information Dissemination;* Program Effectiveness; Curriculum Development; Identification; Interagency Cooperation;

Identifiers: Developmental Disabilities; Parent Action in Childhood Education Project; Project PACE;*

Presented are four papers on Project PACE (Parent Action in Childhood Education), a homebound early childhood program designed to demonstrate the value of early education for developmentally delayed children (birth to 6 years old). In the first paper (by J. Becker) an historical perspective of the project and a brief description of the community based residential treatment center from which it operates are provided. Various aspects of the home teacher training program are reported, and statistics on 121 children served by the project are cited to support the program's effectiveness in the second paper (by J. Crozier). Covered in the third paper (by B. Toohey) is the role of the hometeacher in curriculum development, appropriate use of diagnostic evaluations, and interdependence on private agency resource personnel. Reviewed in the final paper (by S. Ragona) is the dissemination campaign program used to identify students to be served and insure project growth. (SB)

ABSTRACT 2891

EC 08 2891 ED 122 513
Publ. Date Apr 76 29p.
Yard, George.
Heskett, John.
A Post Training Service Concept for Teachers of Autistic-Like Children: A Project for Transferability to Public Schools.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Autism;* Elementary Secondary Education; Educational Programs;* Inservice Teacher Education;* Program Descriptions;* Special Education Teachers; Behavior Change; Operant Conditioning; Severely Handicapped; Special Classes;

Presented is a three-part paper on a project to train teachers to work with severely behaviorally disordered (SBD) or autisticlike children. In the section on the state school system and needs, J. Heskett covers such topics as characteristics of the SBD child, local education agencies' participation in the SBD project, and future expansion of SBD classes. G. Yard explains that transference of the SBD project to local education agencies is facilitated by deemphasizing the clinical aspects of behavior modification through the following techniques: using social reinforcement as a primary thrust area; not using timeout rooms; not using highly specialized equipment; and establishing a base training site that can provide replacement staff for state programs. The remainder of the document (by D. Sears) includes descriptions of the 3-week teacher training program on using behavior modification, the role of the instructor trainer, and step-by-step teaching techniques. Also included are information on scheduling using the Premack Principle, the daily activity code, sample daily activity sheets, and a listing of physical timeouts. (SB)

ABSTRACT 2882

EC 08 2882 ED 122 504
Publ. Date Apr 76 17p.
Taylor, Patricia Silke.
Administrators' Perceptions of Selected Aspects of Specific Learning Disabilities Programs in Florida School Districts.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Administrator Attitudes;* Administrative Organization;* State Programs;* Identification; Incidence; Teacher Education; School Districts;*

Identifiers: Florida;*

Investigated were the perceptions of programs for children with specific learning disabilities (SLD) expressed by 127 directors of special education programs, supervisors of SLD programs, and principals having SLD classes located in large, medium sized or small Florida school districts. The administrators were queried regarding the characteristics of SLD pupils, reasons for referral, eligibility criteria, prevalence of SLD, the influence of psychologists, tests used for SLD identification, criteria for self contained placement, differential placement, and use of resource rooms. It is concluded that the Florida SLD eligibility criteria should continue to be used and clarified in order to standardize identification and placement procedures, that the accepted prevalence rate should be increased to at least 3%, that the training of SLD teachers should include preparation in testing and consultative work, and that SLD teachers and resource rooms be provided for those pupils on waiting lists. (DB)

ABSTRACT 2881

EC 08 2881 ED 122 503
Publ. Date Apr 76 29p.
Houck, Cherry Kendrick.
And Others.
The Preparation of Personnel to Service Learning Disabled Children: Two Alternative Training Programs Designed for Multi Level Professional Development.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Higher Education; Inservice Teacher Education;* Cooperative Programs; Universities;* School Districts;* Performance Based Teacher Education;*

Identifiers: Virginia;*

Described are two alternative training programs designed to quickly prepare competent personnel to serve children with specific learning disabilities (SLD) through cooperation of teacher training institutions and local school districts. The program, involving the Virginia Polytechnic Institute and Roanoke County Public Schools, is described as serving school administrators, regular teachers, and SLD teachers through such experiences as seven administrative workshops, didactic instruction for course credit (in both the school division and at the university campus), noncredit seminars, field trips, guest lectures, and technical assistance. Noted is the training of

eight successful classroom teachers and three beginning teachers as SLD teachers. The second program involving the Virginia Polytechnic Institute, the State University, and the Virginia Appalachia Educational Cooperative is explained to have followed the Roanoke program and to have included graduate courses, technical assistance to school divisions by project personnel, three guest lectures, a film festival on SLD, and a 2-day administrators' workshop. Results of program evaluation are reported to show both training programs to be meeting specified objectives such as increasing services to SLD children. Attached are lists of competencies to be developed by each of the three target groups, a listing of courses taken by SLD trainees, and a projection of activities for the multilevel training programs from 1974 through 1977. (DB)

ABSTRACT 2880

EC 08 2880 ED 122 502
Publ. Date Apr 76 10p.
Schifani, John W.
And Others.
A Quasi-Generic Undergaduate Teacher Training Program for the Educationally Handicapped.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Higher Education; Special Education;* Teacher Education;* Curriculum Design;* Course Descriptions;*

Identifiers: Memphis State University;*

Outlined is the undergraduate program for preparing special education teachers at Memphis State University that combines categorical and noncategorical approaches. It is explained that Juniors and Seniors take three groups of courses: (1) Methods I consisting of Methods and Materials for Teaching Exceptional Children I, Curriculum for Teaching Exceptional Children, Tests and Measurements Used with Exceptional Children, and Practicum with Exceptional Children I; (2) Categorical Approaches to Teaching consisting of Nature of Learning Disabilities, Nature of Behavioral Disorders, Nature of Mental Retardation, and Observation/ Participation with Exceptional Children; and (3) Methods II consisting of Methods, Curriculum, and Materials for Teaching Exceptional Children II and Practicum with Exceptional Children II. Listed for each of the three groups of courses are entrance skills, modules, and exit competencies. Appended are lists of required courses in the special education program for 1971, 1974, and 1977. (DB)

ABSTRACT 2851

EC 08 2851 ED 122 473
Publ. Date Apr 76 33p.
Berdine, William H.
And Others.
Competency Based Teacher Education: A Workshop on Competency Based Instructional Formats.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Workshops;* Post Secondary Education; Performance Based Teacher Education;* Individualized Instruction;* Instructional Media; Programed Instruction; Behavioral Objectives; Inservice Teacher Education; Teacher Educator Education;* Special Education;

Outlined is a 4-hour workshop presentation designed to teach 40 to 50 university special education training personnel and coordinators of public school inservice programs to write competency based instructional formats. In addition to an overview and status report of competency based teacher education (CBTE), sessions are explained to offer content modules in three formats: mediated module (videotape and programed narrative), autoinstructional module (published journal article), and a self paced program narrative module. Specified for each session are competency rationale, objectives, evaluation procedures and criteria, learning activities and alternatives, and detailed content outline. Sample competencies cited for workshop participants are designing and producing a mediated CBTE module to match an instructional objective, and demonstrating knowledge of new or innovative CBTE programs and trends in federal funding and research emphasis. Examples of evaluation instruments are included. (CL)

ABSTRACT 2850

EC 08 2850 ED 122 472
Publ. Date Apr 76 15p.
Meyen, Edward L.
Competency Based Teacher Education: An Overview.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; General Education;* Cultural Differences; Performance Based Teacher Education;* Program Descriptions;* Definitions; Models;* Conceptual Schemes;

Examined in the overview of competency based teacher education (CBTE) are the historical context in which CBTE developed, definitions and models of CBTE, and similarities with principles of individualized instruction for children. Listed are observations on CBTE's advantages (such as the emphasis on accountability, increased student involvement and learning efficiency, and opportunities for matching faculty strengths with teaching tasks) as well as disadvantages (including the tendency to become too specific in objectives and the time consuming process of developing a competency based program). It is suggested that CBTE is culturally unbiased and therefore appropriate for culturally different populations. (CL)

ABSTRACT 2844

EC 08 2844 ED N. A.
Publ. Date 75 37p.
Gulliford, R.
Helping the Handicapped Child: 2. At School.
Humanities Press Inc., Atlantic Highlands, NJ 07716 ($2.00)

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Educational Needs;* Vocational Education;* Teacher Education;* Foreign Countries;

Identifiers: United Kingdom;*

Intended for parents and educators of handicapped children in the United Kingdom the booklet provides information on the organization and provision of special education, the transition from school to work, and the training of teachers. Considered in the first section on special education are the following topics: aims of special education, delivery systems, education guidance or placement, assessment of special needs, varieties of special educational needs, the present adequacy of special services in Great Britain, the preschool years, the school years, severely educationally handicapped children, and parent teacher relationships. The second section on the transition from school to work covers the last years at school, assessment for employment, aftercare of school leavers, and facilities for further education and training. Mentioned are preservice and inservice teacher training needs. Also provided are references and a chart detailing education and training received by handicapped groups. (DB)

ABSTRACT 2840

EC 08 2840 ED 121 051
Publ. Date Apr 76 56p.
Sie, Maureen A.
And Others.
An Educational Alternative for Special Education.
Macomb County Intermediate School District, Mount Clemens, Mich.
EDRS mf;hc
Paper presented at the 1976 meeting of the American Education Research Association (San Francisco, California, Session 28.12)

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Outdoor Education;* Camping; Program Descriptions;* Program Evaluation;* Inservice Teacher Education; Testing;*

Described is a 4-year project that provides 3-day outdoor education experiences for orthopedically handicapped, trainable and educable mentally handicapped, hearing impaired, and physically impaired students from 3 to 24 years of age. The following program objectives are described: (1) to improve achievement in regular school subjects, self concepts, interpersonal relationships, and leisure skills; (2) to train special education teachers in outdoor education skills; (3) to test an outdoor education model with handicapped children; and (4) to educate and involve parents of handicapped children. The project is reported

to have developed a handbook on outdoor education dealing with daily living skills, arithmetic, science, social studies, language arts, music, and physical education. Results of program evaluation after the third year are reported to show the teacher training component to be highly successful, the learning sessions for the various handicapped groups to meet the stated objectives, and statistically significant gains in basic concepts for the trainables in the experimental group. Appended are an instrument for the teacher workshop on outdoor education, teacher made camp tests for each exceptionality, and instruments to evaluate affective and psychomotor domains. (Author/DB)

ABSTRACT 2833

EC 08 2833 ED N. A.
Publ. Date Ju/Au76 5p.
Katz, Gwynne.
Use of Minicourse Instruction with Student Teachers of Educable Mentally Retarded Children.
Journal of Educational Research; V69 N10 P355-359 Jul/Aug 76

Descriptors: Exceptional Child Research; Mentally Handicapped; Educable Mentally Handicapped;* Elementary Education; Teacher Education;* Expressive Language;* Courses;* Evaluation;* Student Teachers;

Evaluated with a total of 21 student teachers of primary or intermediate classes for educable mentally handicapped children was the effectiveness of a minicourse on teaching oral language skills. Each S taught three 10-minute class lessons before and after the minicourse which consisted of five instructional model films. Post-minicourse videotapes showed significant increases by the experimental Ss on two of 14 skills, and audiotapes of the children's language showed increases in only the use of action words. Results suggested that the minicourse format needs revision for greater usefulness. (DB)

ABSTRACT 2816

EC 08 2816 ED 121 045
Publ. Date 75 69p.
Lambert, Roger H.
And Others.
Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped: Progress Report 1975.
Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
EDRS mf

Descriptors: Exceptional Child Education; Handicapped Children;* Annual Reports; Vocational Education;* Program Development;* Material Development;* Inservice Teacher Education;* Special Education; Conferences; Workshops;

Reviewed are activities carried out over a 1-year period by the Center for Studies in Vocational and Technical Education project to modify regular programs and develop curriculum materials for vocational education of the handicapped. Provided in Section I is a summary of project activities which include workshops in VTAE (Wisconsin Board of Vocational, Technical and Adult Education) districts, collection of materials about handicapping conditions and special education, the development of publications for use in working with handicapped persons, preparation of exhibits at state and national programs and conferences, provision of consulting and advisory services, development of a bibliography of free loan materials for handicapped and special education, and production of a film about vocational education of the handicapped in Wisconsin Technical Institutes. Convention program activities are reported in Section II which summarizes the six topics discussed at the New Orleans convention. Program outlines of inservice workshops held in the vocational, technical, and adult education districts are offered in the area of improvement of instruction through awareness and motivation of students. (SB)

ABSTRACT 2715

EC 08 2715 ED 121 037
Publ. Date (Dec 75) 60p.
Draper, Ingrid L.
And Others.
A Materials Resource Guide for Teachers of Preschool Children with Special Needs.
Detroit Public Schools, Mich. Pre-School Technical Assistance Resource and Training Center.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc
Information and Research Utilization Center, 1201 16th Street, NW, Washington, D.C. ($5.10 Xerox Copy)

Descriptors: Exceptional Child Education; Handicapped Children;* Preschool Education; Special Education;* Instructional Materials;* Resource Guides;* Cognitive Development; Perceptual Development; Motor Development; Language Development; Auditory Training; Sensory Training; Self Actualization; Social Development; Inservice Teacher Education;

Presented is a resource guide that provides an overview of approximately 185 commercially prepared preschool educational materials available to regular and special education classroom teachers. Materials have been categorized into nine instructional areas: cognitive development, number concept development, perceptual motor development, language development, motor development, auditory discrimination, sensory discrimination, self awareness and socialization, and inservice teacher training materials. The name of the material, a brief description, and the name of the publisher are provided with each entry. A complete address listing for each publisher referred to is included in the publisher index. The importance of selecting materials to meet the needs of the child is emphasized throughout the guide. (Author/SB).

ABSTRACT 2632

EC 08 2632 ED N. A.
Publ. Date Jul 76 8p.
Phillips, Phyllis P.
Variables Affecting Classroom Teachers' Understanding of Speech Disorders.
Language, Speech, and Hearing Services in Schools; V7 N3 P142-149 Jul 1976

Descriptors: Speech Handicapped;* Teacher Attitudes;* Exceptional Child Research; Elementary Secondary Education; Teacher Education;

Investigated were 10 variables possibly influencing attitudes of 858 teachers toward children with speech disorders, and their understanding of speech disorders and remediation methods. Questionnaires provided information on such variables as educational background sex, age, teaching experience, size of school, and size of the community. Results indicated that one variable, whether or not the teacher had taken a basic course in speech remediation, was most significantly related to both attitudes and understanding of children with speech disorders. Also significant were the number of years' teaching experience, access to the services of a speech pathologist, and age. (DB)

ABSTRACT 2575

EC 08 2575 ED N. A.
Publ. Date Mar 75 31p.
Ashurst, Donald I.
Annotated Bibliography for Professionals and Parents Who Work with Severely Handicapped Children.
American Association for the Education of the Severely/Profoundly Handicapped Review; V1 N4 P47-77 Mar 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Emotionally Disturbed;* Autism;* Bibliographies;* Literature Reviews;* Class Activities; Behavior Change; Operant Conditioning; Child Development; Parent Counseling; Social Development; Teacher Education; Therapy;

Compiled by the staff of the Diagnostic School for Neurologically Handicapped Children, the annotated bibliography includes approximately 90 books and articles for professionals and parents working with severely handicapped children. Entries (providing author's name, title, source, date, and a description) are listed under the following categories: activities for classroom use, behavior modification, child development, language development and remediation, learning theory and processing, parent counseling and training, social affective development, teacher preparation and training, training and treatment models for emotionally disturbed children, and writings describing autism and other childhood psychoses. (IM)

ABSTRACT 2572

EC 08 2572 ED N. A.
Publ. Date Mar 76 16p.
Lynch, Valerie.
And Others.
Training Needs Survey.
American Association for the Education of the Severely/Profoundly Handicapped Review; V1 N4 P1-16 Mar 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Surveys;* Educational Needs; Teacher Education;* Special Education Teachers; Instructional Materials; Delivery Systems;* Evaluation Methods; Needs Assessment;* Practicums;

A survey of current members of the American Association for the Education of the Severely/Profoundly Handicapped was conducted to assess needs for the development and dissemination of teacher training materials. Respondents rated (1) areas of critical need for training materials development, (2) delivery systems for training programs, (3) formats for the presentation of training materials, and (4) evaluation procedures for the measurement of training results. Responses indicated (1) training materials are needed across a number of training areas, (2) preferred delivery systems were college and university courses, (3) practicum activities were preferred as a format for training materials, and (4) observation of the target behavior in natural settings was the preferred evaluation procedure. (Author/IM)

ABSTRACT 2550

EC 08 2550 ED 121 018
Publ. Date 76 53p.
Guidelines for Personnel in the Education of Exceptional Children.
Council for Exceptional Children, Reston, VA. Professional Standards/Guidelines Project.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($3.50, Publication Number 131)

Descriptors: Exceptional Child Education; Handicapped Children: Guidelines; Special Education; Teacher Education; Professional Education; Staff Improvement; Recruitment; Teacher Certification; Standards;

The manual provides guidelines for recruitment, preparation, certification, and continuing professioanl development of special education personnel. It is explained that the guidelines were developed from a series of five regional meetings, results of a survey instrument, and existing Council for Exceptional Children policy statements and were finalized at the National Consensus Work Conference in June, 1974. Recruitment guidelines and rationales focus on such aspects as experience and demonstrated competency. Preparation aspects addressed include needs assessment, resource analysis, curriculum and methods, evaluation, and personnel conducting preparation programs. Flexibility, periodic renewal, noncategorical alternatives and interstate reciprocity for certification are considered. Also provided are preliminary draft guidelines for continuing professional development that stress the need for shared responsibility, evaluation, and due process provisions. (CL)

ABSTRACT 2493

EC 08 2493 ED 121 005
Publ. Date Sep 75 178p.
Barron, Arleen S.
Assessing Research Needs Related to Education of the Handicapped. Final Report.
Educational Testing Service, Princeton, NJ.
Bureau of Education for the Handicapped (DHEW/OE), Washington, DC. Div. of Innovation And Development.
EDRS mf;hc

Descriptors: Exceptional Child Education; Handicapped Children;* Severely Handicapped;* Elementary Secondary Education; Career Education;* Early Childhood Education;* Teacher Education;* Conference Reports; Research Needs; Needs Assessment; Educational Needs; Personnel Needs; Special Education;

Identifiers: Final Reports;

Four conferences involving key special education personnel, were held on research needs related to: 1) career education for the handicapped, 2) education for the severely handicapped, 3) early childhood education for the handicapped, and 4) development of personnel to serve the handicapped. Major concerns of the career education conference were development of skills for leisure time activities as well as work and the need to find and use existing knowledge to develop methodologies and programs. Themes of the conference on education of the severely handicapped included the need for an adequate system of information exchange among researchers and practitioners, the need for research to be directed to the most critical problems and to be nationally coordinated, and the importance of continuous surveillance and longitudinal data collection. Stressed in the conference on early childhood education for the handicapped were the need for improved early diagnosis, appropriate intervention, research on programs and agencies to develop total service models, and the identification of personnel competencies. Focused on in the conference on the development of personnel to serve the handicapped was the importance of pupil achievement as the basis for judging personnel and program success. Areas of common concern across conferences included the need for information systems and the impact of affirmative action mandates. Primary outcomes of each conference were an annotated bibliography and proceedings of the conference. The major portion of the document consists of appendixes such as the conference schedules and participants and conference recommendations. (For related information, see EC 08 2488-EC 08 2491. (DB)

ABSTRACT 2491

EC 08 2491 ED 121 004
Publ. Date Mar 75 75p.
Proceedings of the Conference on Research Needs Related to the Development of Personnel to Serve the Handicapped; March 7-9, 1975.
Bureau of Education for the Handicapped (DHEW/OE), Washington, DC.
Bureau of Education for the Handicapped (DHEW/OE), Washington, DC.
EDRS mf;hc

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Conference Reports;* Research Needs;* Personnel Selection;* Recruitment; Personnel Needs; Special Education Teachers; School Personnel; Inservice Teacher Education; Needs Assessment; Teacher Education;

Presented are proceedings from the 1975 conference on research needs related to the development of personnel to serve the handicapped (sponsored by the Bureau of Education for the Handicapped). Conference papers and remarks are provided for four areas of research needs: pupil outcomes in education for the handicapped (a paper by R. E. Shores), personnel selection (a paper by J. J. Eisenbach), personnel training (remarks by H. McKenzie), and personnel utilization (a paper by L. Burrello). Among the top priority research needs identified by conference participants are development of procedures for determining educational expectations and objectives, systems for observing teacher-pupil interaction and teacher behaviors, and study of alternative systems for inservice training. (For related information, see EC 08 2488, EC 08 2489, EC 08 2490, and EC 08 2493.) (CL)

ABSTRACT 2487

EC 08 2487 ED 121 000
Publ. Date 74 54p.
Hession, Lucy Anne.
Training Special and Regular Educators in the Observation, Identification and Management of Children (k-3) with Learning Handicaps. Final Report.
Maryland State Dept. of Education, Baltimore. Div. Of Instruction.
Bureau of Education for the Handicapped (DHEW/OE), Washington, DC.
EDRS mf;hc

Descriptors: Exceptional Child Education; Learning Disabilities;* Primary Education; Program Descriptions;* Program Evaluation; Television;* Inservice Teacher Education;* Graduate Study; Identification;* Intervention; Course Objectives;

Identifiers: Final Reports; Maryland;

Reported are details of a project to develop and implement a 16-lesson television course to train teachers at the early childhood and primary grade levels in the identification and remediation of learning handicaps. Instructional television is said to have been selected because of its suitability to serving educators all over Maryland and its compatability with the continuum concept of Maryland special edu-

cation. It is reported that the project, which gives teachers 3 hours of either inservice or academic credit, was piloted in the spring of 1973 in 11 local education agencies with a total of 180 teachers, followed by statewide implementation in 1973- 74, and subsequent use in 13 other states. Summarized for each of the 3 years are major project accomplishments and spinoff developments. The major portion of the document consists of appendixes such as a teacher interview checksheet, a listing of project consultants, specific lesson objectives, the pre-post instrument used for pilot telecast, factsheet on the project, results of informal teacher critiques, and a budget breakdown of the project. (DB)

ABSTRACT 2408

EC 08 2408 ED N. A.
Publ. Date Spr 76 11p.
Woodward, Harold.
A Workshop for the Development of Specialized Materials and Arrangement of Learning Environments.
Journal for Special Educators of the Mentally Retarded; V12 N3 P201-211 Spr 76

Descriptors: Exceptional Child Education; Handicapped Children;* Special Education Teachers; Inservice Teacher Education;* Workshops;* Instructional Materials;* Teacher Developed Materials;* Program Descriptions; Cost Effectiveness;

To provide an alternative to pencil and paper activities, a workshop has been developed for assisting special education teachers in the effective use and construction of teaching devices and games. The role of the workshop coordinator includes acquainting the teachers with a variety of materials, advising on construction, and providing participants with cost effective materials. Among the games and devices resulting from the workshop are a record player tachistoscope, an international road signs game, and a simple adding machine. (Simple directions for constructing eight games and devices are provided.) (SB)

ABSTRACT 2396

EC 08 2396 ED N. A.
Publ. Date Jun 76 8p.
Smith, Frank J.
Luginbuhl, James E. R.
Inspecting Expectancy: Some Laboratory Results of Relevance for Teacher Training.
Journal of Educational Psychology; V68 N3 P265-272 Jun 76

Descriptors: Research Projects; General Education;* Higher Education; Teacher Education;* Teacher Attitudes;* Student Teacher Relationship;* Performance Factors;* Expectation;* Academic Ability; Simulation;

A study involving 80 introductory course psychology students was conducted to determine whether heightened teacher awareness of bias toward bright and dull students could ameliorate such bias in ways that might reduce the negative consequences of teacher expectations. Using a simulation technique in which Ss were assigned to the roles of teacher, student, or observer, dimensions of teacher-student feedback were evaluated as a function of teacher expectancy and awareness of possible expectancy effects. Results showed that teacher expectancy effects were most evident when teachers were unaware of the possibility of such effects and thus were unprepared to deal with students of differing abilities grouped together. Unaware teachers directed both greater levels of encouragement and criticism toward the student of presumed greater ability. Teachers who were given special instruction that heightened awareness of expectancy effects were able to guard successfully against qualitatively different treatment of students of differing abilities. (Author/SB)

ABSTRACT 2332

EC 08 2332 ED N. A.
Publ. Date Apr 76 4p.
Hamalian, Catherine S.
Ludwig, Alice Jeanne.
Practicum in Normalization and Advocacy: A Neglected Component in Teacher Training.
Education and Training of the Mentally Retarded; V11 N2 P172-175 Apr 1976

Descriptors: Handicapped;* Teacher Education;* Normalization (Handicapped);* Practicums;* Exceptional Child Education; Adults; Child Advocacy;

The undergraduate introductory course in special education at Jersey City State College includes a normalization and advocacy tutorial component in which the student locates a handicapped adult living in the community and engages in social interaction with him for a minimum of 25 hours. Required logs typically show a growing aggression and resentment of the community's indifference as well as increasing recognition of the need to emphasize age appropriate behaviors and activities in the classroom. (DB)

ABSTRACT 2273

EC 08 2273 ED N. A.
Publ. Date May 76 11p.
Semmel, Melvyn I.
Assessing Performance of Teachers Through Direct Observation and Computer Processing.
Behavioral Disorders; V1 N2 P133-143 May 76

Descriptors: Exceptional Child Education; General Education;* Performance Based Teacher Education;* Observation;* Computers;* Student Teacher Relationship;*

As part of the competency-based teacher education approach, cost effective computer systems are being designed for assessing and developing interactive teaching skills. Such systems as CATTS (Computer-Assisted Teacher Training System) provide immediate feedback for training preservice teachers, enhancing discrimination skills of observer trainees, and providing the inservice teacher with information about interactions with students. Future uses of CATTS may include making predictions on the consequences of certain patterns of student-teacher interaction. The CARTLO (Computer-Assisted Reproduction of Teaching-Learning Outcomes) focuses on the relationship between teacher behavior and learner growth and therefore provides a means for empirically testing the efficacy of a teacher education program. (SB)

ABSTRACT 2272

EC 08 2272 ED N. A.
Publ. Date May 76 10p.
Shores, Richard E.
And Others.
An Empirical Model for the Development of Competencies for Teachers of Children with Behavior Disorders.
Behavioral Disorders; V1 N2 P123-132 May 76

Descriptors: Exceptional Child Education; Emotionally Disturbed; Behavior Problems;* Performance Based Teacher Education;* Models;* Conceptual Schemes; Teacher Qualifications;* Research Design;* Validity;

Described is an empirical model to validate competencies for teachers working with behaviorally disordered children. Outlined are the model's steps which include obtaining special education teacher ratings of competencies based on need, determining the effects of specific teacher behaviors through experimental studies on child performance, and developing and validating teacher training activities. Noted among the problems with the model is that major input has come from faculty, staff, and students associated with only one program. (SB)

ABSTRACT 2270

EC 08 2270 ED N. A.
Publ. Date May 76 7p.
Lilly, M. Stephen.
Competency-Based Teacher Education: A Personal Perspective.
Behavioral Disorders; V1 N2 P105-111 May 76

Descriptors: Exceptional Child Education; General Education;* Performance Based Teacher Education;* Program Development;* Guidelines; Educational Philosophy; Teacher Education;

The author reviews some of the basic differences between competency-based teacher education (CBTE) and traditional teacher education, and offers 11 points to consider when developing CBTE programs. It is noted that the traditional training program emphasizes development of courses while the CBTE program focuses on development of skills. Among suggestions given are to observe competence in direct work situations; to state competencies as instructional objectives, not confusing them with training procedures; and to provide varied practicum settings for both levels (initial acquisition and independent application) of skills assessment. (SB)

ABSTRACT 2269

EC 08 2269 ED N. A.
Publ. Date May 76 8p.
Voeltz, Luanna.
An Evaluation of the Status of Competency-Based Teacher Education for

Teachers of Behavior Disordered Children.
Behavioral Disorders; V1 N2 P97-104 May 76

Descriptors: Exceptional Child Education; Emotionally Disturbed; Behavior Problems;* Elementary Secondary Education; Performance Based Teacher Education;* Educational Philosophy;* Effective Teaching;* Teacher Qualifications;

Reviewed are major problems for implementing competency-based teacher education (CBTE) in the area of behavioral disorders. The difficulty in reaching a consensus on teacher effectiveness with emotionally disturbed children is discussed. Noted are the limitations imposed by the selection of teachers for disturbed children on the basis of personality variables rather than trainable behaviors. Reviewed are attempts at developing lists to identify competencies that would be trainable and related to growth in behavior disordered students. It is suggested that listings of competencies be abandoned in favor of research that focuses on naturalistic observation of the classroom. (SB)

ABSTRACT 2268

EC 08 2268 ED N. A.
Publ. Date May 76 6p.
Morse, William C.
Competency in Teaching Socio-Emotional Impaired.
Behavioral Disorders; V1 N2 P83-88 May 76

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Socially Maladjusted; Elementary Secondary Education; Performance Based Teacher Education;* Educational Alternatives;* Program Effectiveness; Effective Teaching; Educational Programs; Educational Philosophy;*

Identifiers: Cognitive Maps;

The author discusses the problems inherent in the competency-based teacher education approach, particularly with regard to teaching the socioemotionally deviant child. Suggested is an alternative to the competency approach which includes three dimensions: the organization of the learning experience, the relationship for both individual and group interaction skills, and personal style. It is concluded that teacher competency must be replaced by program competency in order to deal effectively with socioemotionally impaired students. (SB)

ABSTRACT 2267

EC 08 2267 ED N. A.
Publ. Date May 76 14p.
Semmel, Melvyn I.
Semmel, Dorothy S.
Competency-Based Teacher Education: An Overview.
Behavioral Disorders; V1 N2 P69-82 May 76

Descriptors: Exceptional Child Education; General Education;* Performance Based Teacher Education;* Program Descriptions; Educational Trends; Teacher Certification; Research Reviews (Publications);

Provided are a description of a competency-based teacher education (CBTE) program, the historical background of the CBTE movement, a discussion of the implications CBTE has for teacher certification, and a review of research in teacher education. Topics covered include the essential elements of a CBTE program (such as trainee evaluation through performance), educational trends (such as the accountability movement) that played a significant role in the development of the CBTE movement, opposition (mainly from teacher unions and some teacher education institutions) to competency-based certification, and studies relating to teacher performance criteria. (SB)

ABSTRACT 2251

EC 08 2251 ED N. A.
Publ. Date May 76 9p.
Brown, Virginia, Ed.
Programs, Materials and Techniques.
Journal of Learning Disabilities; V9 N5 P267-275 May 1976

Descriptors: Learning Disabilities;* Performance Based Teacher Education;* Check Lists;* Teacher Evaluation;* Exceptional Child Education; Elementary Secondary Education; Instructional Materials; Nonverbal Communication; Dramatics; Book Reviews;

Described are several checklists used in the evaluation of specific teacher competencies appropriate to the field of learning disabilities; and reviewed are a book on nonvocal communication and a guide to drama activities. Explained, with an example, are instructional unit checklists (to aid teachers in planning large units), concept lesson checklists, and nonoral lesson checklists used at the University of Toledo. An editorial comment notes the field's reluctance to address questions of teacher competence because of local school pressures, training program pressures, and state department pressures. Given recommendations include the support of efforts at teacher evaluation and longitudinal assessment of professional growth. The book titled "Smiles, Nods, and Pauses--Activities to Enrich Communication Skills" by D. Hennings is highly recommended for the learning disabilities resource teacher concerned with communication difficulties. "Creative Dramatics and English Teaching" by C. Duke is found to be an excellent resource book for the special educator. (DB)

ABSTRACT 2146

EC 08 2146 ED N. A.
Publ. Date May 76 5p.
Hoag, Ralph L.
Stelle, Roy M.
Teachers of the Deaf: Artisans to Professionals.
Volta Review; V78 N4 P47-51 May 1976

Descriptors: Deaf;* Historical Reviews;* Teacher Education;* Exceptional Child Education; Aurally Handicapped; Educational Trends; Teacher Certification; Conferences;

Trends in training teachers of the deaf are traced from 1891 to 1972. Events touched on include efforts by the Conference of Superintendents and Principals to establish certification standards, the establishment of a scholarship-student aid program through a 1958 public law, and the first conference on preparation of teachers which involved representatives from various interests in the field of deaf education. (SB)

ABSTRACT 2135

EC 08 2135 ED N. A.
Publ. Date Jun 76 8p.
Dicker, Leo.
Intensive Interpreter Training.
American Annals of the Deaf; V121 N3 P312-319 Jun 1976

Descriptors: Deaf;* Deaf Interpreting;* Institutes (Training Programs);* Exceptional Child Education; Aurally Handicapped; Universities; Curriculum Design; Curriculum Evaluation;

To meet the need for qualified deaf interpreters a 6-week intensive interpreter training program was offered at the University of Wisconsin-Milwaukee during the 1975 summer session. Twelve students with previous experience in sign language were evaluated prior to and at the completion of instruction with a test of both expressive and receptive sign language/fingerspelling communication components (which included interpretation of English idioms, words with multiple meanings, sign language idioms, and words which require alternate signs); contributions by guest instructors; field experiences; practice through audio and video tapes; and sessions for students to vent their feelings about the program. Pretest and posttest comparisons indicated that significant progress had been made in all areas tested. (SB)

ABSTRACT 2049

EC 08 2049 ED N.A.
Publ. Date Win 76 6p.
Goldman, William J.
May, Anne.
An Integrated Program for Leadership in Teaching the Mentally Handicapped.
Journal for Special Educators of the Mentally Retarded; V12 N2 P86-91 Win 76

Descriptors: Exceptional Child Education; Mentally Handicapped;* Post Secondary Education; Program Descriptions;* Teacher Education;* Leadership Training;

Identifiers: Fitchburg State College;

The program for leadership in teaching the mentally handicapped at Fitchburg State College (Massachusetts) is described. It is explained that the program offers opportunities to assume leadership for assessment, strategies, and structure in a community setting. (CL)

ABSTRACT 1921

EC 08 1921 ED N. A.
Publ. Date 76 3p.
Franks, David J.
Certification for Special Education Early Childhood Teachers.
Bureau Memorandum; V17 N2 P14-16 1976

Descriptors: Handicapped Children;* Performance Based Teacher Education;* Special Education;* Teacher Certification;* Exceptional Child Education; Early Childhood Education;

Identifiers: Wisconsin;

The Wisconsin Chapter of the Council for Exceptional Children's Division on Early Childhood has drawn up a Special Education-Early Childhood Teacher Certification Proposal which calls for training in such competency areas as child assessment, implementation and evaluation of individual and group instructional activities, and selection and modification of instructional materials. (SB)

ABSTRACT 1876

EC 08 1876 ED N. A.
Publ. Date Apr 76 2p.
Stewart, William A.
And Others.
Behavior Modification: Teacher Training and Attitudes.
Exceptional Children; V42 N7 P402-403 Apr 1976

Descriptors: Handicapped Children;* Special Education Teachers;* Teacher Attitudes;* Behavior Change;* Operant Conditioning;* Exceptional Child Research; Questionnaires; Teacher Education; Teaching Methods;

A questionnaire was submitted to 192 special education teachers in the Richmond (Virginia) public school system to obtain information on teachers' understanding of and attitudes toward behavior modification. Results from the 124 respondents included that 90% of the teachers had had some learning experience in behavior modification and had used it to some extent; that 75% of the teachers had never used behavior modification to improve math skills; and that 62% had never used behavior modification to improve reading skills. (SB)

ABSTRACT 1875

EC 08 1875 ED N. A.
Publ. Date Apr 76 2p.
Gillespie, Patricia H.
Sitko, Merrill C.
Training Preservice Teachers in Diagnostic Teaching.
Exceptional Children; V42 N7 P401-402 Apr 1976

Descriptors: Handicapped Children;* Special Education Teachers;* Performance Based Teacher Education;* Decision Making;* Diagnostic Teaching;* Exceptional Child Education; Higher Education; Models;

Because the teacher spends more time with the child than any diagnostician, the teacher's judgement, based upon observation and formal and informal measures, should be considered in the decision-making process regarding the individual instructional needs of the handicapped child. A preservice teacher training model for developing decision-making competencies includes the following components: defining the problem; developing and implementing a tentative program; and evaluating, testing, and recycling. (Author/SB)

ABSTRACT 1872

EC 08 1872 ED N. A.
Publ. Date Apr 76 13p.
Connor, Frances P.
The Past is Prologue: Teacher Preparation in Special Education.
Exceptional Children; V42 N7 P366-378 Apr 1976

Descriptors: Handicapped Children;* Special Education;* Special Education Teachers;* Educational Trends;* Teacher Education;* Exceptional Child Education; Elementary Secondary Education; Historical Reviews; Educational Needs;

Reviewed are trends (from the 1800s to the present) in training special education teachers. Topics covered include the origins of special education (the first US normal schools); the development of special education (preparation in residential settings, expansion of educational services for exceptional children, and qualifications and preparation of teachers); the surge of effort in special education initiated in 1958 (funding provided by the Cooperative Research Act and shifts in funding since 1958); quality control of teacher education (teacher qualifications in the areas of the blind and the deaf, the need for special training to teach children with other handicaps, and the influence of the Bureau of Education for the Handicapped on professional preparation programs); and current trends in teacher education (emphasis on individualized educational assessment and program decision making, inservice programs, cross categorical teacher education, and competency based teacher education). It is concluded that there is general recognition of the need for greater precision and systematization to improve instruction of exceptional children. (SB)

ABSTRACT 1822

EC 08 1822 ED N. A.
Publ. Date Feb 76 4p.
Edgar, Eugene B.
And Others.
An Individualized Inservice Training Program for Teachers of the Mentally Retarded.
Education and Training of the Mentally Retarded; V11 N1 P77-80 Feb 1976

Descriptors: Mentally Handicapped;* Inservice Teacher Education;* Self Evaluation;* Individualized Instruction;* Exceptional Child Education; Elementary Secondary Education; Program Descriptions;

Self evaluation on a staff developed assessment instrument formed the basis of successful individualized inservice training for 35 teachers at a Washington state institution for the retarded. The assessment covered five aspects of the instructional process: assessment procedures, program prescriptions, implementation, ongoing evaluation, and program modification based on data decisions. (CL)

ABSTRACT 1821

EC 08 1821 ED N. A.
Publ. Date Feb 76 4p.
Anderson, Robert M.
And Others.
Toward a Noncategorical Approach: Suggested Course Work for Teachers of the Retarded.
Education and Training of the Mentally Retarded; V11 N1 P73-76 Feb 1976

Descriptors: Handicapped Children;* Teacher Education;* Program Descriptions;* Special Education;* Exceptional Child Education; Post Secondary Education;

Identifiers: Noncategorical Teacher Education;

Described is the development of several key courses serving as a nucleus for a noncategorical program to prepare teachers of the mildly handicapped at Memphis State University. It is explained that coursework in the areas of characteristics, methods, and materials has been revised through the work of small task forces representing faculty specialists in mental retardation, learning disabilities, and emotional disturbance. (CL)

ABSTRACT 1681

EC 08 1681 ED N. A.
Publ. Date 75 58p.
Gallagher, James J.; Conners, C. Keith.
Strother, C. R.; Seymour, Lowell A.;
Cruickshank, William M.
Significant Issues.
Houghton Mifflin Company, 1 Beacon St., Boston, MA 02108 ($8.50)
Chapter Three in Samuel A. Kirk and Jeanne McRae McCarthy, Eds, *Learning Disabilities: Selected ACLD Papers*.

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Educational Trends;* Conference Reports; Federal Programs;* Systems Analysis; Theories;* Models; Psychological Evaluation;* Perception; Program Evaluation;* Performance Contracts; Educational Accountability;* Teacher Education;

Presented are five papers on significant issues in learning disabilities (LD) which constitute Chapter 3 of *Learning Disabilities: Selected ACLD Papers* (EC 08 1678). James Gallagher, in a paper entitled "Unthinkable Thoughts" outlines the program of the Bureau of Education for the Handicapped and raises questions regarding curriculum reform, the role of the clinical professor in training programs, information processing dysfunctions, prevalence, prevention, remediation, and priorities for federal support. Keith Connors, in "Information Processing in Children with Learning Disabilities and Brain Damage--Some Experimental Approaches," considers information processing in terms of systems analysis and experimentation and examines issues of cognitive theory vs. behavioral theory. Discussed in "Psychological Aspects of Learning Disabilities," by Charles Strothers, are various psychological models; pointed out are dangers in inferring brain injury from psychological analyses and the need for identification of homogeneous subgroups within LD; and presented are his views on the relationship between perceptual functions and learning. Lowell Seymour and Barton Proger consider "Formal Evaluation of the Effectiveness of Performance Con-

tracting Programs for Learning Disabilities" and offer guidelines for examining program evaluation models. Discussed in "Learning Disabilities--A Charter for Excellence" by William Cruickshank are inadequacies of training programs for LD teachers, and proposed is a national training center for professors and inservice training programs. (For other papers in the collection, see EC 08 1678-EC 08 1680 and EC 08 1682-EC 08 1688.) (DB)

ABSTRACT 1661

EC 08 1661 ED 119436
Publ. Date Jun 74 184p.
Schrag, Judy A.
A Study of Exceptional Children in Idaho: Special Education Needs Assessment Study.
Idaho State Dept. of Education, Boise. Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: Handicapped Children;* Special Education;* Needs Assessment;* State Programs;* Exceptional Child Research; Elementary Secondary Education; State Surveys; Incidence; Services; Teacher Education; Financial Support; Legislation; Parent Attitudes;

Identifiers: Idaho;

Documented are the results of a 1974 Idaho needs assessment study of statewide special education services for exceptional children which involved 22,020 school-age handicapped children. The findings include field research related to (1) prevalence of exceptional children in Idaho school districts and communities; (2) services presently available, including Child Find, and services needed to meet state legislated mandates; (3) manpower available and adequacy of potential training resources; (4) consumer satisfaction with present services for exceptional children and possible satisfaction with new alternatives; (5) present and alternative funding patterns for special services and educational programs; and (6) identification of legislative considerations necessary to implement training, programing, and finance patterns. It is noted that the needs assessment format applied to Idaho's special education services has replication potential for other states. Emphasized are cause-effect factors operating statewide which will influence planning toward full services for all exceptional children. (Author/SB)

ABSTRACT 1650

EC 08 1650 ED N. A.
Publ. Date Feb 76 8p.
Blatt, Burton.
Competencies and Incompetencies in Teaching and Training Teachers.
Family Involvement; V8 N6 P9-14, 19-20 Feb 76

Descriptors: Exceptional Child Education; Handicapped Children;* Special Education;* Performance Based Teacher Education;* Attitudes;* Educational Accountability;* Educational Methods;

The author describes his efforts to redesign a teacher preparation program in special education to reflect the competency based approach and presents his biases against competency based teacher education (CBTE). Some of the problems with CBTE that are discussed include that there is no specific definition of the concept, that CBTE program requirements may lead to normative and less individualized approaches to education, and that the identification of competencies uses up time which could be spent by professors in developing their clinical skills and research. (SB)

ABSTRACT 1607

EC 08 1607 ED N. A.
Publ. Date Mar 76 4p.
Herr, David E.
And Others
Modification of Biases Held by Teacher Trainees Toward the Disturbingness of Child Behaviors.
Journal of Educational Research; V69 N7 P261-264 Mar 76

Descriptors: Exceptional Child Research; Emotionally Disturbed;* Behavior Problems;* Adolescents; Institutionalized (Persons); Higher Education; Teacher Education;* Teacher Attitudes;* Counselors;* Camping;*

The effect on the perceptions of 30 camp counselors, regarding the disturbingness of certain behaviors, of an intensive camp counseling experience with institutionalized emotionally disturbed adolescents was investigated. Comparisons were made between the ratings of 30 teacher trainees who served as counselors and teacher trainees who did not, on the Disturbing Behavior Problem Checklist. Analysis of the Data indicated that the counselors tended to view the deviant child behaviors as less disturbing at the end of the camp week than did the controls. (Author)

ABSTRACT 1576

EC 08 1576 ED N. A.
Publ. Date 75 1008p.
Anderson, Daniel R.
And Others
Instructional Programming for the Handicapped Student.
Charles C Thomas, 301 E. Lawrence Ave., Springfield, IL 62717 ($28.95 Hard Copy, $19.75 Paperback)

Descriptors: Exceptional Child Education; Handicapped Children;* Severely Handicapped;* Special Education;* Teacher Education;* Program Design;* Teaching Methods; Textbooks; Behavior Change;* Operant Conditioning; Skill Development;* Bibliographies; Teaching Guides; Mathematics; Daily Living Skills; Concept Formation;

Intended for student teachers in special education, the textbook outlines training procedures for developing instructional programs for handicapped children. In Part I on instructional programing, an overview, list of objectives to be learned, and a summary are provided for each of the following areas: the behavioral model, techniques for recording behavior, techniques for graphing behavior, selecting consequences, techniques for decelerating undesirable behaviors, and implementing instructional programs. Part II of the text contains an anthology of instructional programs appropriate for use with the handicapped student. It is noted that most of the programs were developed with severely handicapped students in residential and specialized training centers, and therefore emphasize the teaching of relatively basic skills. Provided are instructional materials (such as practice sheets and cue cards) and objectives and procedural steps for teaching each skill under the following skill categories (specific sample skills are in parentheses): appearance skills (combing hair and correct posture); arithmetic skills (holding a pencil and addition with carrying); attending skills (sitting appropriately and attending to a task); cleanliness skills (brushing teeth and washing hands); concept skills (big--little, and right--left); domestic and vocational skills (following supervisor's instructions and setting tables); dressing skills (closing snaps and zipping pants); eating skills (chewing solid food and drinking from a glass); miscellaneous skills (following complex instructions and improving punctuality); motor skills (catching a ball and using crutches); sight vocabulary skills (recognizing word cards in individual and group situations); socialization skills (increasing peer interaction and making friends); speech and language skills (motor and vocal imitation and increasing verbal output); toileting skills (toilet scheduling and using the toilet); and writing skills (saying the alphabet and printing simple sentences). Part III contains an annotated bibliography of 313 references to instructional programs commercially available, journal articles, textbooks, and other sources which discuss techniques useful for modifying a variety of student behaviors. Bibliographic data are listed alphabetically by author under categorical divisions which include labeling, mainstreaming, recreation, token economies, and students as teachers. (SB)

ABSTRACT 1543

EC 08 1543 ED N. A.
Publ. Date Win 75 9p.
Haring, Norris G.
Educational Services for the Severely and Profoundly Handicapped.
Journal of Special Education; V9 N4 P425-433 Win 1975

Descriptors: Severely Handicapped*; Educational Trends*; Needs Assessment*; Special Education*; Exceptional Child Education; Teacher Qualifications; Teacher Education; Parent Education; Community Role; Information Dissemination;

Until very recently society has made no widespread commitment to the educational and social development of the severely/ profoundly handicapped. Clearly, the problem of integrating this group into society involves not only a consideration of what the community requires but what the individual needs and is capable of. The challenge is to implement wider ranging, quality programs for all severely handicapped children. Recent court decisions have led to increased federal funding and changes in attitudes to provide such programs. Special education per-

sonnel need to develop early identification procedures, teacher competencies, better prepared personnel, parent involvement, community support services, and a national dissemination effort. The commitment made by the newly formed American Association for the Education of the Severely/ Profoundly Handicapped will provide a major effort to meet the challenge. (Author)

ABSTRACT 1537

EC 08 1537 ED N. A.
Publ. Date Win 75 8p.
Dykes, Mary Kay.
Competency Needs of Special Educators of Crippled and Other Health-Impaired Children.
Journal of Special Education; V9 N4 P367-374 Win 1975

Descriptors: Physically Handicapped*; Special Health Problems*; Teacher Education*; Special Education Teachers*; Administrative Personnel*; Exceptional Child Education; National Surveys; Teacher Qualifications; Teaching Skills; Questionnaires;

A national survey was conducted to assess the cognitive skills necessary for competent performance by educators working in programs for crippled and health impaired (COHI) children. Approximately 400 state department administrators (STDAs), local education agency administrators (LEAAs), and teachers employed in programs for COHI children across the nation were asked to complete an extensive questionnaire. Information was sought as to previous training of the educator, characteristics of their current program and population, and kinds of cognitive skills they needed to fulfill their duties. Responses received from 31 STDAs, 76 LEAAs, and 72 teachers indicated that more than 75% of the teachers currently use 40 or more competencies (such as ability to evaluate student progress) presented in training programs (competencies are presented in rank order in table form). Among conclusions were that all three groups of educators showed a substantial need for academic course work and supervised practical training related to most of the competencies included in the study. (Author/SB)

ABSTRACT 1497

EC 08 1497 ED N. A.
Publ. Date 76 417p.
Haring, Norris G., Ed.
Schiefelbusch, Richard L., Ed.
Teaching Special Children.
McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020 ($12.95)

Descriptors: Exceptional Child Education; Handicapped Children*; Special Education*; Elementary Secondary Education; Textbooks; Teaching Methods*; Conceptual Schemes; Models; Student Evaluation; Behavioral Sciences*; Teacher Role; Parent Role; Teacher Education; Trainable Mentally Handicapped*; Language Handicapped*; Individualized Instruction;

Presented are 10 author-contributed chapters on instructional models developed by teacher-researcher teams working in instructional settings to design and develop improvements in teaching special children. Chapters are included with the following titles (authors are in parentheses): "Perspectives on Teaching Special Children" (R. L. Schifelbusch and N. G. Haring), "Behavioral Assessment and Precise Educational Measurement" (O. R. White and K. A. Liberty), "Direct and Individualized Instructional Procedures" (Haring and N. D. Gentry), "Applied Behavior Analysis Techniques and Curriculum Research-- Implications for Instruction" (T. C. Lovitt), "Management for Teachers and Parents--Responsive Teaching" (R. V. Hall, et al), "The Trainable Retarded--The Technology of Teaching" (J. R. Lent and B. M. McLean), "Developing Necessary Skills for Entry into Classroom Teaching Arrangements" (J. E. Spradlin and R. R. Spradlin), "Training Strategies for Language- Deficient Children--An Overview" (Schiefelbusch et al), "An Intervention Strategy for Language Deficient Children" (D. Bricker et al), and "Putting It All Together--Super School" (R. L. Hopkins and R. J. Conard) (a synthesis of procedures for teaching children in the classroom setting). Frequent references are given by the authors to the complete instructional package which is noted to include instructional objectives, plans for recording and evaluating behavior, a reinforcement system, a schedule of daily events, an environmental design, and a strategy for evaluating and refining the program. (SB)

ABSTRACT 1465

EC 08 1465 ED N. A.
Publ. Date Jan 76 11p.
Fagen, Stanley A.
Long, Nicholas J.
Teaching Children Self-Control: A New Responsibility for Teachers.
Focus on Exceptional Children; V7 N8 P1-11 Jan 76

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Behavior Problems*; Learning Difficulties*; Elementary Education; Self Control*; Special Education*; Prevention*; Case Studies; Teacher Education; Curriculum Development; Program Descriptions; Curriculum Guides*;

The self control curriculum in special education is seen as a means of preventing emotional and learning problems in children through instruction of personal skills leading to self directed behavior with responsibility. Topics covered include teacher training, curriculum development, characteristics of a successful primary prevention program, structure of self control, and an overview of a self control curriculum. Two case histories are provided to illustrate how the self control curriculum can be used to remediate areas of personal weakness. Sample units and lessons from one of the eight self control skill areas--managing frustration--are also given. (SB)

ABSTRACT 1453

EC 08 1453 ED 117 929
Publ. Date Aug 75 27p.
Lavin, Richard J.
And Others.
Toward an Improved Regional Delivery System for Special Education Support Services in Massachusetts: Resource Linking System.
Concept paper.

Descriptors: Handicapped Children*; Delivery Systems*; Models*; Regional Programs*; Special Education*; Exceptional Child Education; Conceptual Schemes; Needs Assessment; Information Dissemination; Technical Assistance; Information Utilization; Inservice Teacher Education;

Proposed is a regional (Northeast) model to stimulate and draw together local and state services in a Resource Linking System for special education. It is explained that the model would provide the following five functions: appraisal of teachers' training needs, management and development of materials, field-based inservice training for teachers and administrators, technical assistance, and information dissemination. Detailed are the four main objectives of the model: to analyze needs assessment data of local educators gathered from regional surveys; to link available national, state, and regional resource systems to local services; to train "peer enablers" (master teachers) to consult with local teachers or administrators; and to provide a resource and knowledge utilization system for replication in other areas. (CL)

ABSTRACT 1394

EC 08 1394 ED N. A.
Publ. Date 75 438p.
Smith, Robert M.
Neisworth, John T.
The Exceptional Child: A Functional Approach.
McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY 10020 ($12.95)

Descriptors: Exceptional Child Education; Handicapped Children*; Elementary Secondary Education; Special Education*; Textbooks; Educational Trends*; Etiology*; Student Evaluation*; Intervention*; Educational Programs*; Theories; Teacher Education; Medical Evaluation; Psychological Evaluation; Social Influences; Labeling (Of Persons); Adjustment Problems; Family Problems; Teaching Methods; Educational Environment; Community Resources;

Presented is an introductory textbook on special education practices and methods which focus on the child rather than on the category of handicap. Eighteen chapters are divided into five parts: the status and new directions of special education, causes and assessment of exceptional conditions, complications of exceptional conditions, special education intervention, and information summaries of traditionally classified exceptionalities. Topics covered include some contemporary concepts, conventional categories of exceptional children, medical bases of exceptional conditions, medical assessment of exceptional conditions, psycho-

social bases of exceptional conditions, evaluations of psychological and educational characteristics, problems of labeling and classification in special education, somatopsychological problems, family problems, fundamental instructional practices, special education prostheses, settings for special education, community services and resources, learning problems, adjustment problems, communication problems, sensory problems, and motor problems. A glossary is also provided. (SB)

ABSTRACT 1364

EC 08 1364 ED 117 911
Publ. Date Sep 74 71p.
Lange, Robert R.
And Others.
Needs for Instructional Media and Materials Services for Handicapped Learners: A Summary of Extant Information.
Ohio State University, Columbus. National Center on Educational Media and Materials for the Handicapped.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C. Media Services And Captioned Films Branch.
EDRS mf;hc

Descriptors: Handicapped Children*; Research Reviews (Publications)*; Instructional Materials*; Instructional Media*; Needs Assessment*; Exceptional Child Education; Elementary Secondary Education; Content Analysis; Teacher Education; Information Dissemination;

A large number of studies was reviewed to assess special education media and materials in terms of content and format, teacher training, information, and distribution needs. Among findings related to content and format were that there was a need for instructional games and other manipulative materials across a variety of handicapping conditions, and that there was generally a high need for materials in language arts. Teachers' training needs were in such areas as child assessment and preparation of learning prescriptions for individual students. Person-to-person contact was found to be the most valued technique for teachers to obtain information about existing materials, and teachers preferred to receive information only about materials immediately available for use in their classrooms. Large numbers of teachers were not prone to use materials not immediately available, and there was some evidence that teachers more often use instructional materials which have been demonstrated in their own classroom or school rather than materials they have not seen demonstrated. (SB)

ABSTRACT 1339

EC 08 1339 ED N. A.
Publ. Date Sum 75 3p.
Jakupcak, Michael J.
Areas of Congruence in Remedial Reading and Learning Disabilities.
Journal of Special Education; V9 N2 P155-157 Sum 1975
Symposium No. 11: Response.

Descriptors: Learning Disabilities*; Reading*; Behavior*; Task Analysis*; Teacher Education*; Exceptional Child Education; Reading Difficulty;

In response to J. Lerner's paper (EC 08 1334) on differences between the fields of reading and learning disabilities, the author suggests that differences be minimized by using behavioral terms to describe learning problems, using task analysis to pinpoint both the "whats" and "hows" of teaching, and developing interdisciplinary training programs. (DB)

ABSTRACT 1309

EC 08 1309 ED N. A.
Publ. Date Feb 76 2p.
Berkowitz, Albert J.
Warren, Sue Allen.
Previous Contact and Choice of Mental Retardation Versus Speech and Hearing Major.
Mental Retardation; V14 N1 P20-21 Feb 1976

Descriptors: Mentally Handicapped*; Teacher Education*; Family Influence*; Exceptional Child Research;

Identifiers: Communication Disorders*;

Fifty-nine students majoring in mental retardation (MR) and 79 students majoring in speech and hearing (SH) completed questionnaires regarding degree and type of contact with individuals having the disability of the students' major area of specialization. Among results were that family members with speech or hearing problems were more prevalent for SH majors than MR relatives for MR majors, and that MR majors had experienced more work contact with MR persons than SH majors had experienced with SH impaired individuals. (CL)

ABSTRACT 1253

EC 08 1253 ED 117901
Publ. Date Oct 74 91p.
Kay, Patricia M., Ed.
Assessment in CBTE: The Search for Evidence.
New York State Education Dept., Albany. Division for Handicapped Children.
New York University, New York. Graduate School and University Center.
Office of Education (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Handicapped Children*; Special Education*; Performance Based Teacher Education*; Program Evaluation*; Evaluation Methods*; Exceptional Child Education; Conference Reports; Research Reviews (Publications); State Standards; Models; Teacher Role; Administrator Role; Student Participation; Worksheets;

Provided are some of the proceedings of a conference (1974) on assessment of competency based teacher education (CBTE) programs in special education. Presentations by conference participants cover the following topics: research findings regarding evaluation and validation in performance based teacher education (R. Soar); the New York State education department's assessment plans required in teacher education program proposals (V. Gazzella); the application of systematic observation methods (such as computer assisted teacher training) in research and training in special education (M. I. Semmel); and models for research and development in performance based teacher education (F. McDonald). Summaries are provided of potential contributions and concerns regarding assessment processes of public school teachers (J. G. Ward), public school administrators (G. Duken and M. Solimando), and teacher education students (K. Cochran, N. Glasper, K. Kowalchuck, and M. Maxwell). Also included are worksheets (P. M. Kay) which are noted to be based on a model for building an internally valid assessment system. In a conference evaluation (A. Kornblith and C. Segal) it is concluded that although the conference was well organized, more technical expertise and individual consultation were needed. (SB)

ABSTRACT 1211

EC 08 1211 ED 117893
Publ. Date 75 13p.
Harris, Alice.
Problems of Quality Control in the Use of Behavior Change Techniques in Public School Settings.
EDRS mf;hc

Descriptors: Behavior Problems*; Higher Education*; Behavior Change*; Operant Conditioning*; Program Descriptions*; Exceptional Child Education; Emotionally Disturbed; Intervention; Teacher Education; Practicums; Program Evaluation; Guidelines; Public Schools;

A program was designed to train college students in the use of behavior modification procedures with problem children in the classroom. Through application of social learning theory principles and operant conditioning, program trainees learned to reduce the inappropriate behavior of problem children in class, to prevent small difficulties from becoming future problems, and to maintain optimal levels of academic and social behavior. The training program consisted of four phases: pre-intervention training in observation and data collection, pre-intervention training in classroom contingency management, intervention strategy training, and implementation training. Problems encountered during the pre- intervention phase (such as students "freezing" when being videotaped during role-playing practices) were usually resolved while the program was being conducted on the college campus. The majority of problems took place in the public school setting and generally stemmed from a reciprocal view of incompetency existing between classroom teachers and college students. To deal with problems, a set of guidelines was developed which related to the baseline data collection phase, the intervention/teaching phase, and the relationship between participating students and the school setting. Appended is a list of errors commonly made by poorly trained teachers attempting to carry out behavior modification programs. (SB)

ABSTRACT 1148

EC 08 1148 ED N. A.
Publ. Date Dec 75 4p.
Prehm, Herbert J.
A Competency Based Approach to the Preparation of Teacher Educators.
Education and Training of the Mentally Retarded; V10 N4 P295-298 Dec 1975

Descriptors: Handicapped Children*; Performance Based Teacher Education*; Special Education*; Teacher Educator Education*; Exceptional Child Education; Higher Education;

Described are the input, output, process, and evaluation components of a competency based approach to the preparation of special education teacher educators. Cited are such problems as delineating outcome objectives and phasing into practice a training model based on stated competencies. (CL)

ABSTRACT 1124

EC 08 1124 ED 117889
Publ. Date 75 47p.
Roulhac, Vicki Scriven.
Bullock, Lyndal M.
Competency Based and Noncompetency Based Personnel Preparation Programs in Special Education.
EDRS mf;hc

Descriptors: Handicapped Children*; Special Education Teachers*; Teacher Education*; Performance Based Teacher Education*; National Surveys*; Exceptional Child Education; Elementary Secondary Education; Higher Education; Questionnaires; Program Descriptions;

Examined in a national survey of 258 special education teacher training programs in colleges and universities were program components of federally funded competency based (CBTE) programs and federally funded noncompetency based (NCBTE) programs. Department chairpersons answered mailed questionnaires specific for either a CBTE or a NCBTE program. Findings included the following: More than 60% of chairpersons indicated that they administered categorical CBTE or NCBTE programs. The majority of students in both the CBTE and the NCBTE programs were in the bachelor's level programs. More students were enrolled in the area of mental retardation than any other category. The majority of CBTE programs were begun as a result of either federal funds or legislative mandates. The essential program components as listed by department chairpersons were similar for both CBTE and NCBTE programs. Most CBTE programs had developed printed nonpublished instructional packages, whereas most NCBTE programs had not developed such materials. The strongest program components for the CBTE programs most frequently mentioned were learning packets, individual study, and practicum; while practicum was listed as the strongest program component for NCBTE programs. Further research is recommended in such areas as delineation of the essential components relevant to CBTE. (DB)

ABSTRACT 1119

EC 08 1119 ED 117884
Publ. Date 73 37p.
Hollis, Patricia A.
Newton, Josephine K.
Project OUTREACH Evaluation.
EDRS mf;hc

Descriptors: Handicapped Children*; Preschool Education*; Institutes (Training Programs)*; Identification*; Teaching Methods*; Exceptional Child Education; Workshops; Consultants; Program Evaluation; Inservice Teacher Education; Curriculum; Program Descriptions;

Identifiers: Project Head Start*; Project OUTREACH;

Described is a 4-week summer workshop, Project OUTREACH, designed to train Head Start personnel in the knowledge and skills necessary to identify handicapped or potentially handicapped children and to develop specific teaching strategies for the preschool handicapped child. It is explained that a unique aspect of the workshop was the coordination of 19 consultants. Reported are results of objective (25% of participants made significant gains in knowledge and skills) and subjective (80% of participants regarded the workshop as very informative or informative) evaluations. Briefly described are the following topic areas: overview of early childhood and exceptional child education; assessment of child's existing skills; curriculum development; instructional methodology; development of psychomotor skills; language, speech and hearing development; selection, utilization, and production of materials; communication and working with families of handicapped children; and record keeping. Appended are the objective evaluation instrument, evaluation forms, and a narrative summary of daily evaluations. (DB)

ABSTRACT 1110

EC 08 1110 ED 117875
Publ. Date 75 34p.
Lavin, Richard J.
Establishing Effective Training Linkages in Special Education at the Local Agency Level.
Chelmsford Public Schools, Massachusetts.
Office of Education (DHEW), Washington, D. C. Education Systems Development.
EDRS mf;hc

Descriptors: Handicapped Children*; Special Education*; Inservice Teacher Education*; Program Descriptions*; Delivery Systems*; Exceptional Child Education; Teachers; Administrative Personnel; Material Development; Program Planning; Simulation; Needs Assessment;

Described is a collaborative linkage and support system for delivery of training programs in special education, aimed primarily at increasing capabilities of regular classroom teachers and public school administrators for providing instructional alternatives for children with special needs. The program's four major objectives are outlined as identification of training needs of local schools through an assessment process; making an inventory of successful training practices in special needs for application to inservice education; development of gaming and simulation training materials in selected high need areas where programs are nonexistent; and implementation of training sessions through a college-community collaborative model. The bulk of the document is a program narrative which covers the topics of problem description, results and benefits of the proposal, approach of the study, geographic location of the collaborative project, and backgrounds of project personnel. The benefits of the proposed activities are noted as high impact on target population, the development of improved inservice dissemination models, commitment for continued support from local school systems, specific product outcomes, and cost effectiveness. Appended are a letter of support, an overview of the principal's training program, and an outline of a school planning game. (Author/SB)

ABSTRACT 1050

EC 08 1050 ED 117873
Publ. Date 75 107p.
Hunsaker, Don.
And Others.
Eastern Washington Special Education Consortium Training and Certification Program for Special Education Teachers at the Elementary Level.
Eastern Washington State College, Cheney.
Cheney School District, Washington.
Clarkston School District, Washington.
EDRS mf;hc

Descriptors: Handicapped Children*; Special Education Teachers*; Performance Based Teacher Education*; Program Descriptions*; Exceptional Child Education; Elementary Education; Universities; Guidelines; Administration; Teacher Role; Teacher Certification; Program Planning;

Identifiers: Washington;

Presented is a competency based teacher education (CBTE) program for training and certification of elementary level special education teachers which represents the program development phase of the Eastern Washington Special Education Consortium. It is explained that a student must be interviewed by a three-man review committee to reach each level of certification: preparatory level--allows trainee to student teach; initial level (normally reached upon the completion of B. A. degree requirements)--allows trainee to teach the handicapped; and continuing level (equivalent to fifth year or a graduate program)--qualifies the trainee to act as an advisor within the training program. Following an introduction in Chapter I on the program's historical development, advantages of a special education CBTE program, a brief program description, and consortium bylaws, are six chapters covering program management; the preparation program; and the implementation process in table form for elementary special education teachers at the preparatory, initial, and continuing levels. Included in the appendixes are program planning sheets for each of the three levels of certification, the estimated

budget for first year operations, and a copy of "Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel." (SB)

ABSTRACT 990

EC 08 0990 ED N. A.
Publ. Date Apr 75 3p.
Ostanski, John.
New Dimensions and Considerations in the Training of Special Education Teachers.
Education and Training of the Mentally Retarded; V10 N2 P117-119 Apr 1975

Descriptors: Handicapped Children*; Performance Based Teacher Education*; Educational Trends*; Exceptional Child Education; Higher Education; Research Reviews (Publications);

Reviewed are trends toward competency based teacher education programs in special education, and suggested are such additional changes as providing generic rather than special class training and preparing teachers to be meaningful consumers of research. (CL)

ABSTRACT 973

EC 08 0973 ED N. A.
Publ. Date Feb 76 9p.
Aiello, Barbara.
Especially for Special Educators. A Sense of Our Own History.
Exceptional Children; V42 N5 P244-252 Feb 1976

Descriptors: Handicapped Children*; Trend Analysis*; Historical Reviews*; Leadership*; Exceptional Child Education; Special Education; Interviews; Legislation; Attitudes; Organizations (Groups); Teacher Education; Research Needs;

Identifiers: Council for Exceptional Children*;

Thirty special educators were interviewed and asked to identify milestone events and pioneers in special education and to describe the development and role of teacher education, research, and The Council for Exceptional Children (CEC) over the years. The educators noted such milestones as the work of Jacob Pereire with the deaf; legislative changes leading to provision of special schools and classes for handicapped children; attitudinal changes in the general public, and development of parent groups; pioneers in special education such as Edward Seguin, contemporary pioneers such as Samuel Kirk and William Cruickshank; research trends; the importance of teacher education; and the role of CEC. Identified as crucial issues in special education were comprehensive research, an interdisciplinary approach to related fields, a clear definition of the concept and process of least restrictive alternatives, and mainstreaming. Educators interviewed were Jack Birch, Samuel Kirk, John Tenny, John Lee, Richard Dabney, Harry Baker, William Cruickshank, Francis Lord, Eugene Doll, Romaine Mackie, Paul Voelker, John Melcher, Oliver Kolstoe, Ignacy Goldberg, Frances Connor, Samuel Ashcroft, Jasper Harvey, Bluma Weiner, Willard Abraham, Lloyd Dunn, Frances Mullen, Harrie Selznick, Burton Blatt, Fred Weintraub, Steve Lilly, James Gallagher, William Geer, Leo Cain, and T. Ernest Newland. (DB)

ABSTRACT 965

EC 08 0965 ED N. A.
Publ. Date 76 167p.
Walker, James E.
Shea, Thomas M.
Behavior Modification: A Practical Approach for Educators.
C. V. Mosby Company, 3301 Washington Blvd., St. Louis, MO 63103 ($7.50)

Descriptors: Exceptional Child Education; Handicapped Children*; Elementary Secondary Education; Textbooks*; Teacher Education; Behavior Change*; Operant Conditioning*;

The text on behavior modification principles and methods is intended for experienced teachers, teachers in training, and paraprofessionals working in special or general educational settings. The first chapter provides a general introduction to the discipline of behavior modification with the basic principles (such as reinforcement, extinction, and generalization) being presented in the second chapter. Step-by-step instructions with examples for modifying classroom behavior are given in chapter 3. Focused on in the fourth and fifth chapters are specific methods (such as shaping and satiation) for increasing acceptable behaviors and decreasing unacceptable behaviors. Considered in the final chapter are the ethics of behavior management, and offered are guidelines such as the principles of normalization, fairness, and respect for the individual. Quizzes and skill building projects are provided for chapters 2 through 4. Appended are answers to chapter quizzes, a listing of journals publishing behavior modification articles, a bibliography, a listing of films, a summary of a parent teacher interview technique, a glossary, and four copies each of various behavior modification work sheets. (DB)

ABSTRACT 751

EC 08 0751 ED 116380
Publ. Date Dec 75 13p.
Devlin, Robert J.
And Others
A Follow-Up Study of Graduates of Master's Level Special Education Teacher Preparation Programs at Louisiana State University, Baton Rouge, Louisiana.
Louisiana State University, Baton Rouge. Bureau of Educational Materials and Research.
EDRS mf;hc
Research Report, Vol. 5., No. 9

Descriptors: Handicapped Children*; Special Education*; Graduate Study*; Teacher Education*; Curriculum Evaluation*; Exceptional Child Research; Higher Education; Graduate Surveys; Questionnaires; Demography; Employment;

Identifiers: Louisiana State University (Baton Rouge);

In order to compose a picture of the typical master's level graduate of special education programs at Louisiana State University (Baton Rouge), a followup study involving 52 recent graduates was conducted. Each graduate was mailed a questionnaire designed to gather data in five areas: personal information, employment status, financial information, professional and educational information, and student evaluation of the curriculum. Conclusions from survey results included the following: 79% of special education graduates were working full time in programs for exceptional children; graduates were working with a variety of children in numerous types of settings; graduates were generally active in professional organizations that serve exceptional children; graduates reported that preservice training contributed positively to job competency; and recommendations for program changes were made such as adding coursework in such areas as remedial reading and counseling. (SB)

ABSTRACT 749

EC 08 0749 ED 116378
Publ. Date Aug 75 20p.
Crouse, Robert J.
Kappan, David L.
Development of a Prototype Training Program for Teachers of the Visually Handicapped, Orientation and Mobility.
University of Northern Colorado, Greeley. School of Special Education and Rehabilitation.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Final Report of Special Project

Descriptors: Visually Handicapped*; Teacher Education*; Program Development*; Program Descriptions*; Visually Handicapped Mobility*; Exceptional Child Education; Elementary Secondary Education; Public Schools; Rural Education;

Described is the 4-year development of a prototype program to train teachers competent in both the academic areas related to the visually handicapped and in orientation and mobility. It is explained that teachers with dual competencies were needed to fulfill the educational needs of visually handicapped children in public day school programs in rural, sparsely populated areas. The major portion of the document consists of a detailed discussion of three phases of program development (planning, a pilot model, and a prototype model) and includes lists of competencies and course requirements and results of program evaluation after each phase. Also included are a summary of the current employment status of 22 program graduates, and brief descriptions of the 22 final prototype courses. (LS)

ABSTRACT 693

EC 08 0693 ED 115 070
Publ. Date 75 214p.
Wilds, Thomas, Comp.
And Others

Audiovisual Resources for Instructional Development.
The Council for Exceptional Children, Reston, Va.
Office of Child Development (DHEW), Washington, D. C.
Social and Rehabilitation Service (DHEW), Washington, D. C. Division of Developmental Disabilities.
The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 ($12.00 Pub. No. 109)

Descriptors: Handicapped Children*; Resource Guides*; Audiovisual Aids*; Teacher Education*; Exceptional Child Education; Exceptional Child Services; Community Programs; Curriculum; Teaching Methods; Program Development; Professional Education; Parent Education;

Provided is a compilation of recently annotated audiovisual materials which present techniques, models, or other specific information that can aid in providing comprehensive services to the handicapped. Entries which include a brief description, name of distributor, technical information, and cost are presented alphabetically by title in eight sections based on type of media: audio, film loops, films, filmstrips, multimedia, slide shows, transparencies, or video tapes. A subject index lists titles alphabetically with letter codes for type of media form under the following areas (sample subcategories are in parentheses): community models, facilities, and resources; curriculum areas (career education, cognitive perception, and guidance); developmental levels (early childhood, adolescence, and adulthood); exceptionalities (emotionally disturbed, gifted, and learning disabled); materials (child use and teacher); methods (contingency management, individualized instruction, and operant conditioning); and program development (assessment, planning, and evaluation). A distributor guide furnishes alphabetized listings of distributors and their addresses. Addresses are also given for the sources from which the bulk of the materials is compiled. (SB)

ABSTRACT 663

EC 08 0663 ED N. A.
Publ. Date Dec 75 7p.
Brown, Virginia, Ed.
Programs, Materials and Techniques: Reading Miscue Analysis.
Journal of Learning Disabilities; V8 N10 P605-611 Dec 1975

Descriptors: Learning Disabilities*; Reading Tests*; Evaluation*; Parent Education*; Inservice Teacher Education*; Exceptional Child Education; Testing; Language Development;

Identifiers: Colorado (Grand Junction);

Reviewed in relation to the learning disabled are the Goodman and Burke Reading Miscue Inventory (RMI), a booklet entitled "Natural Language--A Clinician-Guided Program for Parents of Language-Delayed Children," and an inservice program in Grand Junction, Colorado. The RMI is seen to depart from traditional reading assessment in analyzing the context of a departure from the expected response of the text and determining the relationship of that departure to the language and concept repertoire of the reader. The RMI is compared to the Durrell Analysis of Reading Difficulty. Considered are the RMI's implications for the role of the teacher in reading instruction and "good" and "bad" reading behaviors. The review of the booklet describes it as presenting a professional approach to bridging the gap between clinical work and the functional use of language in the natural environment. The Colorado inservice program for regular and special education personnel is commended for providing replication and validation information. (DB)

ABSTRACT 569

EC 08 0569 ED N. A.
Publ. Date Jan 76 8p.
Stainback, Susan.
And Others.
Training Teachers for the Severely and Profoundly Handicapped: A New Frontier.
Exceptional Children; V42 N4 P203-210 Jan 1976

Descriptors: Severely Handicapped*; Equal Education*; Teacher Education*; Teacher Qualifications*; Exceptional Child Education; Universities;

Changes are needed in the existing structures of teacher training programs to provide for the adequate preparation of teachers of the severely and profoundly handicapped. Results of recent litigation and legislation require that severely and profoundly handicapped individuals be provided public education programs. Teachers to serve this population need skills and experience in diagnostic evaluation, curriculum, methodology, interdisciplinary team work, field work, parent education, and prosthetic aids. Universities should utilize all available sources of expertise for training personnel to work with the severely handicapped. (DB)

ABSTRACT 510

EC 08 0510 ED N. A.
Publ. Date Dec 75 6p.
Knapp, Margaret O.
Black Dialect and Reading: What Teachers Need to Know.
Journal of Reading; V19 N3 P231-236 Dec 75

Descriptors: Exceptional Child Education; Disadvantaged Youth; Culturally Disadvantaged*; Negroes*; Dialects*; Language Patterns*; Reading*; Teacher Education*; Program Evaluation;

Described is a course on language patterns, dialects, and reading which was designed to help teachers understand the language of Black and other culturally different students. Course topics are noted to include language attitudes, the nature of language, and dialect and reading. Students' evaluations of the course are briefly discussed. (SB)

ABSTRACT 483

EC 08 0483 ED 115 037
Publ. Date Sep 75 101p.
Schipper, William V.
Wilson, William C.
A Survey of Opinions on the Training of Teachers of Exceptional Children.
Maryland State Dept. of Education, Baltimore.
National Association of State Directors of Special Education, Baltimore, Md.
EDRS mf;hc

Descriptors: Handicapped Children*; State Surveys*; Teacher Education*; Exceptional Child Education; Administrator Attitudes; Teacher Attitudes; Community Programs; Universities; Public Schools; State Departments of Education;

Identifiers: Needs Assessment*; Maryland*;

Reported are the findings of a state survey of 123 regular and special education teachers' and administrators' opinions on the training of teachers of exceptional children. Chapter II (the development of the instrument for identifying needs) includes brief sections on item selection, item grouping, instrument form, distribution, treatment of data, and determination of priority needs. Expressed priority needs (such as parent counseling and vocational education programs) relating to the community, colleges and universities, public schools, teachers, and the state agency are detailed for each group of respondents (such as special education supervisors and private agency representatives) in Chapter III. A short summary in Chapter IV outlines the need for the survey and information obtained from survey data (including a rank order of priorities as seen by the total sample and each referent group). Also provided are appendixes on the survey instrument and computer data results and tables, figures, and graphs illustrating statistics such as the rate of returns of referent groups. (SB)

ABSTRACT 470

EC 08 0470 ED N. A.
Publ. Date Jul 75 6p.
Goldman, William J.
May, Anne.
An Integrated Program for Leadership in Teaching.
Slow Learning Child; V22 N2 P120-125 Jul 1975

Descriptors: Handicapped Children*; Teacher Education*; Leadership*; Exceptional Child Education; Post Secondary Education; Program Descriptions; Educational Programs;

Described is the integrated program for leadership in special education at Fitchburg State College (Massachusetts), and listed are 10 program objectives for students, including writing behavioral objectives and functioning as members of interdisciplinary teams. (CL)

ABSTRACT 459

EC 08 0459 ED 115 030
Publ. Date Jan 75 184p.
The Resource Room: An Access to Excellence. A Comprehensive Manual for Program Development and Implementation.
South Carolina Region 5 Educational Services Center, Lancaster.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
S. C. Region V Educational Services Center, 102 East Arch St., Lancaster, SC 29720 ($5.00)

Descriptors: Learning Disabilities*; Resource Centers*; Resource Teachers*; Program Development*; Guidelines*; Exceptional Child Education; Elementary Secondary Education; Teacher Education; Teaching Methods; Instructional Materials; Identification; Referral; Records (Forms); Student Evaluation; Parent Role; Behavior Change; Volunteers;

The manual provides guidelines for development and implementation of a resource room for learning disabled (LD) students. Topics covered include roles of district office personnel; professional preparation of the resource and regular classroom teacher; referral and screening procedures (including placement committee responsibilities); resource room organization and curriculum (including record keeping); reporting student progress; use of volunteers; parents of the LD student (including suggestions for organizing parent groups and a parents' reading list); behavior control techniques (such as behavior modification, contingency contracting, and drugs); and evaluating the resource unit. The title, description, instructional level, and publisher are listed for over 70 instructional materials in the following areas: equipment, language arts, reading comprehension, mathematics, visual perception, auditory perception, and eye-hand coordination. A major section of the document consists of recommended techniques for remediation of visual discrimination, visual-motor coordination, auditory discrimination, language, sight vocabulary, phonetics, word attack skills, oral reading, spelling, handwriting and related motor skills, math, and coping skills. Appendixes include a list of audiovisual materials for teachers, forms for referral, and for the principal's evaluation of a resource unit. (LS)

ABSTRACT 419

EC 08 0419 ED 115 022
Publ. Date 74 47p.
Caldwell, Erin Kent.
And Others.
A Competency Based Instructional Program for Teachers of Deaf-Blind Children: Appalachian State University.
North Carolina State Dept. of Public Instruction, Raleigh.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Deaf Blind*; Inservice Teacher Education*; Program Descriptions*; Performance Based Teacher Education*; Exceptional Child Education; Multiply Handicapped; Workshops; Curriculum; Motor Development; Language Development; Audiology; Teaching Methods; Program Evaluation;

Identifiers: Total Communication (Handicapped);

Described is a 9-week (summer) competency based instructional program for teachers of deaf blind children. Information provided includes the background and rationale for the program, a list of administrative and instructional staff members, program goals, and a sample scheduling sequence. Goals, session topics, texts and materials, session content outlines, and evaluative criteria are presented for seven instructional packages: diagnostic- prescriptive teaching and curriculum management, contingency management, motor development, language acquisition, audiology, methods and materials for the visually handicapped, and total communication. Also included is information on evaluation of participants, the administration's program evaluation, and results of program evaluation by the participants. (LS)

ABSTRACT 389

EC 08 0389 ED N. A.
Publ. Date Oct 75 3p.
Sailor, Wayne.
And Others.
Training Teachers for Education of the Severely Handicapped.
Education and Training of the Mentally Retarded; V10 N3 P201-203 Oct 1975

Descriptors: Severely Handicapped*; Performance Based Teacher Education*; Exceptional Child Education; Program Descriptions;

The Personnel Training Program for the education of the severely handicapped at the Kansas Neurological Institute is described. The competency based program, a joint effort of three state agencies, is said to be based on an interactive model of teacher training. (CL)

ABSTRACT 388

EC 08 0388 ED N. A.
Publ. Date Oct 75 5p.
Stamm, John M.
A General Model for the Design of a Competency- Based Special Education Professional Preparation Program.
Education and Training of the Mentally Retarded; V10 N3 P196-200 Oct 1975

Descriptors: Handicapped Children*; Performance Based Teacher Education*; Models*; Exceptional Child Education; Higher Education; Conceptual Schemes; Systems Approach; Program Descriptions;

A general model is presented for developing a competency based professional preparation program for special educators. Described are parameters of the model: presage (including dimensions of context, cybernation, and control); process (including decisions regarding degree of individualization and training modules); and product (including program evaluation). (CL)

ABSTRACT 357

EC 08 0357 ED N. A.
Publ. Date Nov 75 4p.
Coleman, Raymond F.
Strenecky, Bernard J.
The Interdisciplinary Team: A New Kind of Classroom.
Journal of Learning Disabilities; V8 N9 P551-554 Nov 1975

Descriptors: Learning Disabilities*; Professional Education*; Teacher Education*; Interdisciplinary Approach*; Program Descriptions*; Exceptional Child Education; Post Secondary Education; Graduate Study;

Described is a program which utilizes graduate students majoring in learning disabilities, pediatric residents, and medical students in conjunction with the professionals in the public schools to provide interdisciplinary services to learning disabled children. Explained are the program's history and philosophy, model and function, and the educational process. Advantages of the program to the pediatric residents, the graduate education students, the school districts, and the community are outlined. (DB)

ABSTRACT 356

EC 08 0356 ED N. A.
Publ. Date Nov 75 9p.
Brown, Virginia, Ed.
Programs, Materials and Techniques.
Journal of Learning Disabilities; V8 N9 P542-550 Nov 1975

Descriptors: Handicapped Children*; School Districts*; Administration*; Language Patterns*; Student Teacher Relationship*; Exceptional Child Education; Language Handicapped; Observation; Teacher Education; Teaching Methods;

Identifiers: Wisconsin (Madison)*; Elementary Secondary Education Act Title III;

Described is the Madison, Wisconsin (public school) Specialized Educational Services program and a Madison Title III teacher training project in the analysis of language interaction in academic subject areas. The Madison Specialized Educational Services are discussed in terms of administrative setting, advisory committees, longitudinal planning, university cooperation, inservice as career development, budget development process, interagency liaison, and evaluation. The report on the Title III project focuses on the interaction of student language, teacher language, and concepts in all academic tasks. Proposed are three observational and recording formats corresponding to the three parts of the interaction triad. It is explained that the entire training program consists of videotapes, explanation and assignment booklets, and three information recording formats. (DB)

ABSTRACT 305

EC 08 0305 ED N. A.
Publ. Date Oct 75 10p.
Brown, Virginia, Ed.
Learning About Mathematics Instruction.
Journal of Learning Disabilities; V8 N8 P476-485 Oct 1975

Descriptors: Learning Disabilities*; Mathematics*; Resource Guides*; Publications*; Exceptional Child Education; Reading Skills; Testing; Teacher Education;

Reviewed are resources in mathematics instruction for the teacher of learning disabled children. Pointed out is the current relevance of "pioneer" clinicians such as A. Strauss and L. Lehtinen. Noted are continuing sources of information for the practitioner such as educational magazines and yearbooks of the National Council of Teachers of Mathematics. Recommended are several publications concerned with the child who has difficulty reading the textual material in mathematics books. Described are two models of mathematics instruction: one developed by V. Glennon and J. Wilson and the other by J. Crawley and S. Vitello. It is stressed that testing and other assessment techniques must carry instructional implications as well as status information. Reviewed are three mathematics instruction books concerned with the scope and content of mathematics activities, teacher preparation activities, and methods and materials, respectively. (DB)

ABSTRACT 232

EC 08 0232 ED N. A.
Publ. Date 75 32p.
Lucky, Luretha.
Student Teaching with Exceptional Children: Revised.
Florida International University, School of Education, Miami, FL 33144

Descriptors: Exceptional Child Education; Handicapped Children*; Post Secondary Education; Universities; Program Descriptions*; Performance Based Teacher Education*; Student Teaching*; Records (Forms);

Described is the competency based student teaching program in special education at Florida International University. Explained are the roles and responsibilities of the master teacher and the student. Competencies and learning activities are listed for five modules or stages of the student teaching program, including meeting the school personnel and community, observing children in the assigned classroom, and programing for the class. Eight appendixes provide sample forms such as the material evaluation form and parent teacher conference report. (CL)

ABSTRACT 194

EC 08 0194 ED N. A.
Publ. Date Sep 75 3p.
Nezol, A. James.
A Pilot Course to Assist Blind Potential Teachers.
New Outlook for the Blind; V69 N7 P317-319 Sep 1975

Descriptors: Blind*; Higher Education*; Teacher Education*; Teaching Methods*; Program Development*; Exceptional Child Education; Visually Handicapped; Educational Programs;

Identifier: Illinois;

A pilot three-credit course for blind students considering becoming teachers was offered by Illinois State University in cooperation with the Illinois Division of Vocational Rehabilitation. The goal of enhancing the probability of the students' successfully entering the teaching profession was pursued through practicum experiences, a Practical Approaches Laboratory, mock lessons, materials preparation workshop, lecture-demonstrations, mock interviews, conferences, and exercises in problem solving. Future program changes were suggested by both students and practicum supervisors and included more orientation toward blindness, housing arrangements to separate course participants, and a methods course requirement. (Author/SB)

ABSTRACT 142

EC 08 0142 ED N. A.
Publ. Date 75 20p.
Cox, Aylett Royall.
Tutorial and Group Instruction in a Hospital Language Research Unit.
Bulletin of the Orton Society; V25 P37-56 75

Descriptors: Exceptional Child Education; Learning Disabilities*; Language Handicapped; Reading Difficulty; Hospital Schools; Program Descriptions*; Remedial Instruction*; Curriculum*; Teacher Education*; Class Activities*; Grouping (Instructional Purposes)*; Tutoring*;

Described is a 2-year hospital based language development program serving an average of 100 language handicapped children (aged 7 to 15 years) in daily hour sessions. Explained are the initial evaluation, student attendance at a 7-week summer placement and diagnostic session, placement in the language laboratory, and the structured teaching procedures in small homogeneous groups. Each session is said to involve activities in the following ten areas: language, history, alphabet sequence, multisensory introduction of a new letter, review of graphemes and phonemes, reading practice, handwriting practice, spelling practice, verbal expression, review of new learning, and listening. It is reported that a student who completes the Alphabetic Phonics course is usually able to score at grade level or above on standardized tests. The program's teacher education component is discussed in terms of remedial language training for the language therapist, training for the classroom teacher, and teaching guidelines. (DB)

ABSTRACT 53

EC 08 0053 ED N. A.
Publ. Date 75 474p.
Ogletree, Earl J.
Garcia, David.
Education of the Spanish-Speaking Urban Child: A Book of Readings.
Charles C. Thomas, 301-327 E. Lawrence Ave., IL 62717 ($22.75)

Descriptors: Exceptional Child Education; General Education*; Ethnic Groups; Cultural Differences*; Spanish Speaking*; Cultural Factors*; Racial Integration; Discriminatory Attitudes (Social)*; Self Concept*; Expectation; School Role; Second Language Learning*; Culture Free Tests*; Academic Achievement; Intelligence Level*; Student Placement; Bilingualism*; Program Development; Teacher Education*; Inservice Teacher Education; Educational Trends;

Presented are 41 readings concerned with the education of the Spanish speaking urban child. Section I, "Cultural Heritage, Immigration and Migration: A Profile" includes articles on the cultural backgrounds of Mexican American, Cuban, and Puerto Rican populations and the interaction of these backgrounds with Anglo American culture. Focused on in Section II, "Problems of Segregation and Integration" are the effects of race and color on integration and cultural assimilation. "Expectation and Self Concept -- A Profile," Section III, is an examination of the problems of self identity among Latin children in schools dominated by the Anglo culture. Section IV, "The Schools and the Spanish Speaking" deals with program development, community and school adjustment, curriculum changes, and teacher retraining programs. Linguistic and psychological factors influencing English language acquisition are explored in Section V, "Problems of Language and Learning -- A Challenge." Section VI, "Achievement and Intelligence -- Cultural Influences" consists of discussions on the use of culturally biased tests, overdependence on the IQ score, and the disproportionate placement of Spanish speaking students in slow or special education classes. Suggested in Section VII, "Bilingual-Bicultural Education -- A Necessity" are various models of bilingual programs, the limitations of bilingual programs, and the need for broader bicultural programs. Centered on in Section VIII, "Reshaping Teacher Education for the Spanish Speaking Child" are teacher training and inservice programs which stress the effects of culture on personality, and behavior as well as the role of the school. Discussed in the final section, "Educational and Social Issues" are topics such as the struggle for socioeconomic and educational equalities, cultural and linguistic differences in the public schools, and the biased nature of and historical distortions in textbooks. (DB)

ABSTRACT 42

EC 08 0042 ED N. A.
Publ. Date 75 295p.
Schwartz, Louis.
Oseroff, Andrew.
The Clinical Teacher for Special Education. Final Report: Volume II; Evaluating the Model.
Educational Research Institute, College of Education, Florida State University, Tallahassee, FL 32301

Descriptors: Exceptional Child Research; Handicapped Children*; Program Effectiveness*; Evaluation Methods*; Research Design; Models; Conceptual Schemes; Performance Based Teacher Education*; Program Evaluation; Diagnostic Teaching;

Identifier: Final Reports;

Effectiveness of the clinical teaching model (CTM) developed at Florida State University is documented in Volume II of the project's final report. Reviewed is literature related to teacher effectiveness and conceptual changes, conceptual models and instructional systems, and

evaluation research in education. Research design and procedures are detailed for both formative evaluation (pilot field-testing the prototype program) and summative evaluation (measuring treatment effectiveness in achieving the desired objectives). Reported are formative evaluation data on junior, senior, and master's level CRM trainees which indicated such results as mastery of the objectives and a high level of proficiency on all models by all students. Summative evaluation results are said to have provided documentation that the clinical teachers produced significant gains in exceptional students' reading and arithmetic in contrast with a comparison group of special education teachers. A summary of the model's effectiveness contains recommendations for teacher preparation and for evaluation research on teaching. Nine appendixes are provided, including a survey of problems and benefit analysis, and a user's guide to the computer management system for the clinical teacher curriculum. (For Volume I, see EC 08 0041.) (CL)

ABSTRACT 41

EC 08 0041 ED N. A.
Publ. Date 75 471p.
Schwartz, Louis.
Oseroff, Andrew.
The Clinical Teacher for Special Education. Final Report: Volume I; Establishing the Model.
Educational Research Institute, College of Education, Florida State University, Tallahassee, FL 32301

Descriptors: Exceptional Child Education; Handicapped Children*; Performance Based Teacher Education*; Models*; Conceptual Schemes; Individualized Instruction; Reading Skills*; Mathematics*; Number Concepts; Historical Reviews; Educational Philosophy; Teaching Methods; Behavioral Objectives; Diagnostic Teaching*;

Identifier: Final Reports;

Volume I of the final report of the Florida State University clinical teacher model, a diagnostic prescriptive approach to instruction of the mildly handicapped, describes the project's overview, background, objectives, and products. Reviewed are the historical trends toward individualized instruction and illustrated is the management network for the clinical teacher project. Related literature is analyzed including the changing role of the teacher in individualizing instruction. An orientation to the clinical teacher curriculum details directions for students using the individualized, performance based instructional modules, and summarizes course requirements and student responsibilities. Provided in addition to the conceptual model of clinical teacher competencies are performance based, individualized instruction models on such topics as assessing pupil behaviors and prescribing pupil objectives and instructional strategies. The final two sections, constituting almost half the document, present individualized curricula for reading and arithmetic. Individual modules contain information on purpose, behavioral objectives, instructional resources/options/activities and sample test items for such reading skills as phonetics and linguistics, and such arithmetic skills as rational counting and division. (For Volume II, see EC 08 0042.) (CL)